

Report of the Strategic Director Children's Services to the meeting of Area Committee to be held on 27th October 2022

Prevention and Early Help Services within the South locality

Appendix 2

Bradford South Family Hub
Case Study

Completed by: South EHC	Date: Summer 2022
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Role: Early Help Coordinator

Family structure (E.g. single parent & baby - 3month old) : Mum & Dad Child– 15 years Child – 14 years Child – 5 years Child – 3 years
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Situation: (How did you get involved? What were the identified needs of the family? What partner agencies/services were involved?)

The eldest child had additional needs which meant that she had difficulty empathising and could not see danger. The parents approached school as they were struggling with her behaviour at home. She was hitting the younger children and parents felt this was impacting on their emotional well-being and they didn't know how to deal with the situation. The eldest child's severe learning difficulties and lack of understanding of dangers meant she needed 1 to 1 support at all times. There had been an incident where she had got out of the house at 2am in the morning, putting herself in a very vulnerable position. Parents were concerned about her safety and struggled to get a good night's sleep.

School completed an Early Help Assessment in order to get a fuller picture of the needs of the family and then contacted myself as they were unsure what they should do to meet the needs of the family.

Task: (What needed to happen? What needed to be put in place?)

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| <ul style="list-style-type: none">• Establish whether there were any concerns regarding the other children• Look at how to keep the eldest child safe• Provide mum & dad with strategies and skills to manage behaviour of eldest child• Begin to encourage the eldest child to be more aware of her actions |
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Action: (What did you do to support the family/dates/timescales? What was your role and that of partner agencies/ services and how you did you work together?)

After discussion with the school a programme of learning was put in place to teach the eldest child about emotions and action/consequences. The school agreed to contact the schools of the other school age children and the Health Visitor to check whether there any concerns/unmet needs for the children. A referral was made for a Family Aide Worker to support parents in looking

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at how to keep the eldest child safe and a referral was also made to a parenting programme to help parents manage behaviour.

Result: What was the outcome? Eg. Impact on the child/family/agency/CSC system) Was there an internal/external review, assessment or evaluation conducted of the practice, strategy or intervention?) What were the views/voice of the child/family?)

- It was confirmed that there were no concerns regarding the other children. Therefore, it wasn't necessary to add any further actions to the plan.
- The school worked hard with the eldest child on emotions etc. and the family noticed that the incidents of the child hitting her siblings reduced.
- A Family Aide Worker was allocated and she went round the home with parents, looking at ways in which the home could be secured in order to prevent the eldest child from getting out when they were asleep. They came up with some simple solutions such as window locks and bolts which she wouldn't be able reach etc. The Family Aide Worker helped them source the resources and Dad was happy to purchase and fit them. Since fitting the locks etc. the child has not managed to leave the house and the parents feel much better about going to bed. They feel they can have a good night's sleep without having to listen out for their child.
- During a TAF meeting the parents expressed that their child will probably not be able to live independently as an adult so asked for advice on how else they could make their home appropriate for her. The Lead Practitioner supported the family in completing a Disabled Facility Grant for making adjustments to the home. They are awaiting the outcome of this.
- The parents were keen to complete the 'Talking Teens' programme. They were delayed as the timings of the programme offered to them didn't work so they had to wait for a more suitable one. They have now started an evening programme.
- When the Early Help Assessment closed after 5 months there were improvements in the scaling in all areas but significant improvements in Housing which increased by 5 points from the start of the assessment and Family and Social Relationships which increased by 3 points.
- Parents commented that they were happy for the plan to close and they knew they could go back to school if they felt they needed any more help. Mum was glad that she had approached school as it had given her the chance to offload her problems and they had been sorted.

Reflection: Did you Identify and reflect on good practice? Do you intend to continue and/or develop this work further? How can you implement this practice to continue to deliver quality of service?)

- Good relationships with a key person are important. If parents had not had a good relationship with school, they didn't know who else they would have gone to and they would have still been worrying.

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- Family Aide Workers are a valuable asset. Her role with this family only lasted for a couple of weeks but it was so important. She was the objective pair of eyes that helped the family see the simple changes they could make to improve the situation for themselves.